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ABSTRACT

The publication serves as a supplement to the Nebraska State plan of vocational education and outlines detailed directions that are needed for a more comprehensive treatment of program development and operational procedures. The report is structured in seven sections: (1) general provisions; (2) financial participation; (3) educational programs in agribusiness, distributive education, business and office, trade and industrial, technical, occupational home economics, diversified occupations, health occupations, and special vocational needs; (4) consumer and homemaking education programs; (5) cooperative education programs; (6) exemplary programs and projects; and (7) work-study programs. (VA)

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Guidelines for Vocational Education

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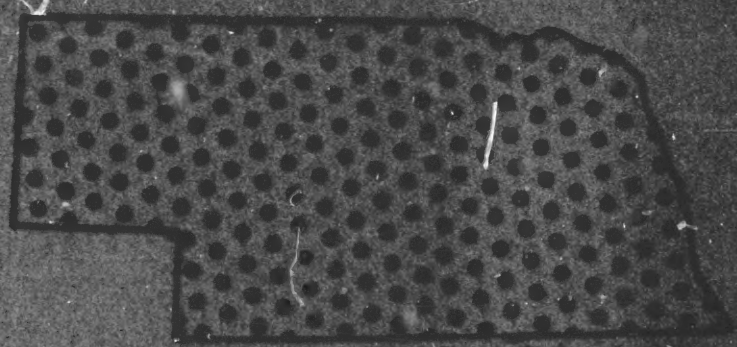

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PREFACE

The Nebraska State Plan of Vocational Education is an official agreement between the United States Commissioner of Education and the Nebraska State Board of Vocational Education. Part I of the Nebraska State Plan of Vocational Education provide the policies and procedures that apply to the operation of the various phases of vocational education that qualify for financial support from the Vocational Education Amendments of 1968 (Public Law 90-576).

Part I of the State Plan is based upon guidelines mandated by the U. S. Office of Education and is not intended to provide detailed directions for operation or development.

The "Guidelines For Vocational Education Program In Nebraska Public Schools" serves as a supplement to the Nebraska State Plan and outlines detailed directions that are needed for a more comprehensive treatment of programs development and operational procedures.

These guidelines have been developed with the assistance of public school administrators and vocational teachers. They become effective July 1, 1974 and will be periodically reviewed and/or revised as necessary to meet the emerging needs of subsequent years.

VT 102300

VOCATIONAL EDUCATION

The term 'vocational education' means vocational or technical training or retraining which is given in schools or classes (including field or laboratory work and remedial or related academic and technical instruction incident thereto) under public supervision and control or under contract with a State board or local educational agency and is conducted as part of a program designed to prepare individuals for gainful employment as semiskilled or skilled workers or technicians or subprofessionals in recognized occupations and in new and emerging occupations or to prepare individuals for enrollment in advanced technical education programs, but excluding any program to prepare individuals for employment in occupations which the Commissioner determines, and specifies by regulation, to be generally considered professional or which requires a baccalaureate or higher degree, and such term includes vocational guidance and counseling (individually or through group instruction) in connection with such training; or for the purpose of facilitating occupational choices; instruction related to the occupation or occupations for which the students are in training or instruction necessary for students to benefit from such training; job placement; the training of persons engaged as, or preparing to become, teachers in a vocational education program or preparing such teachers to meet special education needs of handicapped students; teachers, supervisors, or directors of such teachers while in such a training program.

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SECTION I

GENERAL PROVISIONS

I. LOCAL EDUCATIONAL AGENCIES PLANNING TO CARRY ON A VOCATIONAL EDUCATION PROGRAM SHOULD PROCEED AS FOLLOWS:

SUBMIT BY JULY 1

1. The Local Plan of Vocational Education which includes applications for all Part B Programs.

2. Proposals for Cooperative (Part G) Programs.

3. Proposals for Disadvantaged (102b).

SUBMIT BY OCTOBER 1

1. Application for Adult Programs.

2. Application for Tools and Equipment.

3. Teaching Schedules and Enrollments. Necessary forms will be sent to each LEA in September.

4. Work-Study (Part H) Vocational.

SUBMIT BY NOVEMBER 20

1. Follow-up of the Vocational Education Graduates. Necessary forms will be sent to schools in October.

SUBMIT BY JANUARY 5 AND JULY 5

1. Claims for Reimbursement on all Vocational Programs, Salaries, Tools, Equipment and Travel (where applicable) must be made on or before January 5 for those program expenditures made from July 1 through December 31, and July 5 for those expenditures made from January 1 through June 30. NO CLAIMS CAN BE HONORED AFTER JULY 5.

SUBMIT BY FEBRUARY 1

1. Second Semester Schedule Changes (if applicable).

SUBMIT BY MAY 1

1. Final Report of Enrollment for Reimbursed Vocational Education Programs. Necessary forms will be sent to schools in March.

II. QUALIFICATIONS OF LOCAL VOCATIONAL INSTRUCTORS (1.33 Nebraska State Plan for Vocational Education)

A. Secondary teachers must possess a valid Nebraska Teaching Certificate. For vocational endorsement which qualifies teachers to teach in reimbursable vocational education programs in Nebraska, the following are required:

1. Course work in professional education should include a minimum of 12 hours in vocational education which may include 6 hours of student teaching in the major area of specialization, provided the student teaching is done in a vocational approvable program. If the student teaching is not in a vocational approvable program, then an additional 3 semester hours in vocational education should be involved.

a. Option #1

Student teaching in a vocational approved program (reimbursable)	6 hours
*Professional vocational education courses	6 hours
TOTAL	12 hours

b. Option #2

Student teaching done in a non-approved vocational program	3 hours
*Professional vocational education courses	9 hours
TOTAL	12 hours

*The professional courses should include a study of the principles and philosophy of Vocational Education. A study of Coordination Techniques should be included for teachers preparing to work in Cooperative Education programs.

The above requirements do not apply to teachers approved prior to July 1, 1969. Those teachers who graduated or were employed prior to July 1, 1969 by a local educational agency, who were working toward vocational approval to meet the previous requirements, may be approved.

2. Occupational experience in an employment situation which is in closely related occupations. The following practices may be utilized in obtaining the required occupational experience:

a. at least two years recent full-time employment or the equivalent in accumulated part-time employment in the field in which the candidate is preparing to teach; or

b. at least one year full-time employment or the equivalent in accumulated part-time employment and not less than 360 clock hours of employment in the field in which the candidate is preparing to teach, under the direction and supervision of a qualified experienced vocational teacher educator; or

c. at least 360 hours of supervised employment in the field in which the candidate is preparing to teach, plus an organized program of directed observation under the direction and supervision of a qualified experienced vocational teacher educator. The program of directed observation should be equivalent to or actually involve college credit of not less than three semester hours.

d. Special vocational needs teachers need not meet 2. a. b. and c. above unless they are teaching a specific occupational job skill.

3. In case of emergencies created by teacher shortages, individuals may be granted up to three years to meet the requirements of 1. and 2. of this section. Such exceptions may be granted only by the Assistant Commissioner upon the recommendation of a program director at the state level.

For specific information, refer to Section III-V of the Guidelines.

III. QUALIFICATIONS FOR POST-SECONDARY VOCATIONAL INSTRUCTORS

A. Post-secondary teachers should have at least two (2) years of recent full-time employment or the equivalent part-time employment in the field he or she is to teach and six (6) semester hours of professional Vocational Education if the instructor has had student teaching in an approved program. If the instructor has had no student teaching or if it was not in an approved program nine (9) hours of professional Vocational Education should be involved. The professional courses should include a study of the principles and philosophy of Vocational Education. A study of Coordination Techniques should be included for teachers preparing to work in Cooperative Education programs. Exceptions may be made by the Assistant Commissioner, upon the recommendation of a program director at the state level, when it has been determined that the teacher has gained comparable competency through extensive occupational experience or specialized training in the area he or she is to teach.

B. Adult vocational program teachers shall be required to meet only the occupational experience requirement in 1.33-21. Competencies in both educational and occupational experience shall be evaluated by an appropriate staff member at the state level.

IV. LOCAL DIRECTORS AND SUPERVISORS OF VOCATIONAL EDUCATION PROGRAMS

A. If a community feels their vocational education program has developed to the point that there is a need for a local director and/or supervisor, they should contact the Division of Vocational Education, State Department of Education for further information. Refer to 1.32, Nebraska State Plan of Vocational Education.

V. VOCATIONAL EDUCATION DIVISION SERVICES

See 1.14-3 Nebraska State Plan of Vocational Education.

VI. REPORTS

A. Local participating schools will engage in periodic consultations with the Assistant Commissioner and his staff and will make such reports to the Division of Vocational Education as may be necessary to carry out the responsibilities under the Act, keep such records, afford such access thereto, and comply with such other provisions as may be necessary to assume that such reports are correct and verifiable.

VII. RECORDS

A. All students receiving vocational instruction in preparatory classes must have an occupational objective which is a matter of record retained at the local level and subject to State Department review. (School enrollment records of a reimbursed vocational education program will suffice as a "matter of record"). This occupational objective may be either employment in a specific recognized occupation or in a cluster of occupations in an occupational field.

VIII. ADEQUATE FACILITIES, EQUIPMENT AND MATERIALS

A. Classrooms, libraries, shops, laboratories and other facilities (including instructional equipment, supplies, teaching aids, and other materials) will be adequate in supply and quantity to meet the standards approved by the State Board so that such facilities enable those who are to be trained to meet the occupational objective for which the education is intended.

IX. YOUTH ORGANIZATIONS

A. When the activities of vocational education youth organizations complement the vocational instruction offered, such activities will be supervised by persons who are qualified as vocational education teachers or supervisors.

B. Supervision of a vocational youth organization by qualified vocational education personnel will be considered a legitimate use of reimbursable vocational time.

X. ADVISORY COUNCIL

All schools should organize a vocational advisory council that will help the school to determine the Vocational Education needs of the students and the community. The membership should consist of local personnel representing the various occupational groups in the community (e.g., Agriculture, Distributive, Office, Diversified Occupations, Home Economics, Trade and Industry, and Technical).

XI. ORGANIZATION AND CONTENT OF PROGRAMS

Organization and content of all Vocational Education reimbursable programs are discussed on pages 7-39. Programs organized in a slightly different pattern or that are trying something exemplary in nature must contact the local program director for prior approval.

SECTION II

FINANCIAL PARTICIPATION

I. FISCAL RECORDS

Refer to 2.4, Nebraska State Plan of Vocational Education

II. REIMBURSEMENT TO THE LOCAL EDUCATIONAL AGENCY

Reimbursement to the Local Educational Agency will be determined from the schools local application using a weighted system approach (Refer to 3.27, Nebraska State Plan of Vocational Education).

III. PAYMENT OF FUNDS TO LOCAL EDUCATIONAL AGENCY

The claim of a local board for reimbursement shall be made only on authorized forms, provided by the State Division of Vocational Education. They shall be based on previously approved plans or applications and subject to submission of all required reports in support thereof.

IV. DETERMINATION OF FISCAL YEAR'S ALLOTMENT TO WHICH EXPENDITURES ARE CHARGEABLE

Reimbursement to local boards of education are limited to their actual expenditures made during a period from July 1 through June 30 of the fiscal year. Claims for reimbursement for the fiscal year ending June 30 must be submitted to the State Division of Vocational Education on or before July 5.

V. ALLOWABLE EXPENDITURES

A. Salaries of Vocational Education Personnel

Expenditures may be made for salaries of professional vocational education personnel (excluding Guidance and Counseling personnel) for time spent in vocational education programs and services.

B. Instructional Tools and Equipment

Funds may be used for the acquisition of instructional tools and equipment for approved programs of vocational instruction. This excludes consumer and homemaking (Part F of the 1968 Vocational Education Amendments) but includes wage earning occupational training (Part B Programs) in home economics.

Instructional Tools and Equipment Defined:

TOOL: Any item, implement, device or machine designed for a specific purpose, that retains its original shape and appearance with use, and which meets all of the following conditions:

Must cost $25.00 or more per unit.
Does not lose its identity when incorporated into a different or more complex unit.
An item that a student needs to use to achieve understanding and competency in his occupational program choice.

INSTRUCTIONAL EQUIPMENT: A movable or portable unit that is classified as an instrument, machine, apparatus, or a set of articles which meets the following conditions:

Retains its original shape and appearance with use and is nonconsumable.
Generally is repairable.
Does not lose its identity through incorporation into a different or more complex unit, structure or substance.
Costs $25.00 or more per unit.
Must be used by the teacher in instructing and/or by the student in learning and developing a competency in the use thereof.
Equipment that is essential to an area of vocational instruction is approvable. (Supervised by the Vocational Division).
Certain audio-visual equipment is considered approvable if it is to be used and kept in the vocational education program area and it could include the following: overhead projectors, opaque projectors, slide projectors, film strip projectors, video tape projectors, movie projectors and portable screens. Other types of special audio-visual equipment must be reviewed by staff before approved.

NOTE: For Information concerning purchase of equipment in Health Occupations contact the State Director of that program.

SECTION 3.0

AGRIBUSINESS AND NATURAL RESOURCES OCCUPATIONS EDUCATION

I. DEFINITION

An occupation in Agribusiness and Natural Resources is defined as an employment opportunity requiring competencies in one or more of the areas of plant science, animal science, soil science, management, mechanization, conservation, environmental quality, human relations, and leadership development needed to satisfactorily fulfill the employment needs in one or more of the functions of producing, processing, and/or distributing products and services related thereto.

Hereinafter, Agribusiness Education, Agricultural Education, or Vocational Agriculture, where used throughout this section of the guidelines shall be considered to mean Agribusiness and Natural Resources Occupations Education.

II. OBJECTIVE OF INSTRUCTION

Agribusiness and Natural Resources Occupations Education, shall be designed to meet the needs of persons enrolled in Secondary, Post Secondary or Adult Programs and to include regular, disadvantaged or handicapped persons.

A. To develop competencies needed by individuals engaged in or preparing to engage in production agriculture.

B. To develop competencies needed by individuals engaged in or preparing to engage in agribusiness occupations including programs to improve environmental quality and services related thereto.

C. To develop an understanding of and an appreciation for agribusiness employment opportunities and the preparation needed to enter and progress in this occupational field.

D. To develop the ability to secure satisfactory placement and to advance in an agribusiness occupation through a program of continuing education.

E. To develop those abilities in human relations which are essential for agribusiness occupations.

F. To develop the abilities needed to exercise and follow effective leadership in fulfilling occupational, social, and civic responsibilities.

III. AGRIBUSINESS EDUCATION TAXONOMY

01.00 Agriculture*

01.01 Agricultural Production

01.02 Agricultural Supplies/Services

01.03 Agricultural Mechanics

01.04 Agricultural Products (Processing, Inspection, & Marketing)

01.05 Ornamental Horticulture (Production, Processing, & Marketing Services)

01.06 Agricultural Resources (Conservation Utilization & Services)

01.07 Forestry (Production, Processing, Management, & Services)

01.99 Agriculture Other

*Agricultural Education Taxonomy as listed by the U.S. Office of Education and Vocational Education and Occupations (O.E. 80061), U.S. Department of Health, Education, and Welfare, Office of Education, and U.S. Department of Labor, Manpower Administration, U.S. Government Printing Office, 1969.

IV. ORGANIZATION AND CONTENT OF PROGRAMS

A. Instruction in Agribusiness Education shall be provided through courses and curricula which contain subject matter needed in one or more of the Agribusiness occupations related to the occupational objectives of the student. Such courses and curricula shall include the practical application of theories, principles, procedures, practices, skills, and attitudes involved in employment in an Agribusiness occupational choice. A local program in Agribusiness Education should be designed to serve the needs of persons from Kindergarten thru Adulthood.

B. Supervised Occupational Experience.

1. Preparatory programs of instruction shall provide for:

a. Directed or supervised experience on a farm for those persons who are engaged in or are preparing for farming, or other occupations where these competencies are considered essential.

b. Directed or supervised practical laboratory experience for those preparing in occupations involving knowledge and competencies in one or more of the Agricultural Career areas, according to the O.E. Code Classifications. Examples: Land Laboratory, Agricultural Mechanics Training Facilties, or a Greenhouse.

c. Schools planning to program using the Cooperative Method in Agribusiness Career Education shall arrange and provide for:

1) Suitable employment stations.

2) Sufficient on-the-job time for the student to assure the development of necessary competencies for gainful employment entry, during or throughout the entire year.

3) An adequate amount of time for the teacher to coordinate,

evaluate, and to consult with employers and employees.

4) Adequate time to develop and utilize performance criteria.

5) Adequate time to maintain follow-up records of all students.

C. High School Programs

1. Must be two or more years in length and consist of two or more course offerings each semester during the year.

2. All classes are generally classified as laboratory classes and must meet North Central Association weekly time requirements. Schools operating on a 6-3-3 basis, where ninth graders are enrolled in the agricultural education program, may conduct the class on the same time basis as other classes in the junior high schedule.

3. An option which may be considered to broaden and more effectively meet the needs of students within a local community is a class and laboratory program combination, whereby school facilities may be effectively utilized for employment preparation. Examples: One option may be the Agricultural Mechanics area, which may include classroom and laboratory experience in units of electricity; arc and oxyacetylene welding; concrete and masonry; construction and maintenance; machinery setup, repair, and adjustment; motors - tractor, electric, and small motors, maintenance and repair; and power transmission and hydraulics.

   Students enrolled in mechanized agriculture or other specialized agricultural classes must have sufficient supervised laboratory and instructional time scheduled, to enable the students enrolled therein, to successfully complete the course requirements, and develop sufficient competency for entry level employment upon completion of the program. The course should be for juniors and/or seniors to prepare the student for initial employment entry upon completion of the program or to pursue further competency development in a post-secondary program, preparatory to employment entry. A student performance rating should be maintained for each unit. When a satisfactory competency level has been reached by a student, he or she should be moved to the next unit.

4. In addition to regular teaching duties, provision should be made for the teacher to:

   a. Supervise, organize, and coordinate the laboratory or other occupational experiences in which the students participate.

   b. Organize and supervise the activities of the Future Farmer of America (FFA) or other similar activities that are an integral part of the program.

5. When the number of students in the secondary and adult programs exceed 60, consideration should be given toward employment of an additional qualified agricultural education teacher.

D. Continuing Education Classes

1. Young Adult Classes (Adult Preparatory)

These classes are designed to meet the needs of those who are establishing themselves in farming or ranching. This group is composed of young farmers and/or ranchers who are not regularly enrolled in a secondary school. The teacher responsible for the institution shall conduct one or more on-farm or ranch instructional meetings during the fiscal year with each of the class members.

2. Adult Farmer Classes (Adult Supplementary)

These classes are designed to serve the needs of established farmers and/or ranchers to improve their efficiency in farming or ranching. The teacher responsible for the instruction shall conduct one or more on-farm or ranch instructional meetings during the fiscal year with each of the class members.

3. Adult Agribusiness

These classes are designed for persons who are preparing to enter or have already entered the labor market, who need training or retraining in employment competencies to achieve stability or advancement in their occupational choice, and are not regularly enrolled in a secondary or post-secondary program.

4. Farm and Ranch Business Management Education

The Nebraska farm and/or ranch business management education classes are designed to up grade the competencies of those who are presently engaged in farming or ranching. Provisions should be made to accomplish the following:

1. Conduct one class meeting per month, or not less than 10 per year.

2. The meetings should be conducted throughout the entire year.

3. One instructional visit per month to each active class member, or not less than ten per year.

5. All continuing education classes shall consist of a series of three or more meetings devoted to systematic instruction in any area of Agribusiness and Natural Resources Occupations Education. There must be <u>five or more</u> enrollees in attendance at a meeting to be considered an <u>approved meeting</u>.

E. Post-Secondary Classes

1. These classes are designed for persons who have left high school and who are available for full-time study.

2. Time provided for class instruction, supervised laboratory and/or appropriate occupational employment experiences must be reviewed

and receive prior approval by the administrative director.

F. Classes for Students with Special Career Needs

Some students enrolled in the regular Agricultural Education program may qualify as disadvantaged or handicapped and in order to adequately provide an opportunity for students so classified to maintain competency development levels commensurate with the regular student, it is recommended that a period be set aside for holding conferences and instruction with these students as often as is deemed necessary on an individual basis to enable these students to meet a satisfactory performance level in preparation for the world of work.

Refer to Section 3.8 in the Guidelines for policies pertaining to reimbursement eligibility standards.

G. Classes Developed in Cooperation with Other Vocational Education Services

Where a need exists and a program for students preparing for gainful employment in an Agribusiness and Natural Resources occupation necessitates programming in more than one vocational discipline to develop minimal entry level skills for employment, training may be offered in cooperation with other vocational services. The classes will combine and/or coordinate instruction with the practical field laboratory and/or occupational experience pertinent to fulfilling the vocational objectives of the student. The class and laboratory time shall be governed by the previously listed time standards for high school programs. Any program offering involving more than one vocational discipline will need prior approval and the class, laboratory and/or occupational experience will need to be supervised and/or coordinated by qualified personnel.

V. TEACHER QUALIFICATIONS

A. A teacher of agribusiness and natural resources occupations education shall have a bachelor of science degree in agriculture from a teacher education institution approved by the State Board of Vocational Education.

Vocational Education Programs

B. Course work in professional education should include a minimum of 12 semester hours in vocational education which may include 6 hours of student teaching in the major area of specialization, provided the student teaching is done in an approved reimbursed program. If the student teaching is not in an approved reimbursable program, then an additional three semester hours in vocational education must be involved. The professional course should include a study of the principles and philosophy of vocational education. A study of coordination techniques should be included for teachers preparing to work in cooperative education programs.

C. Occupational experience requirement in an employment situation which is in closely related occupations. The following practices may be utilized in obtaining the required occupational experience.

D. Employment of Teachers Prepared at Out-of-State Institutions

Teachers qualified in other states, having similar agricultural conditions, may be approved by the state director, provided the qualifications for approval of teachers as specified in V (A, B, & C) are met and the teacher has the recommendation of his own state supervisor or head teacher trainer.

E. Local supervisors must meet the same qualifications as the vocational agriculture teacher, and in addition, have completed two years of successful teaching experience in vocational agriculture. Experience with adult education in agribusiness careers is recommended.

F. Qualifications of Teachers of Adult or Post-Secondary Agricultural Classes.

1. He shall have the qualifications of a regular vocational agriculture instructor, or

2. Special teachers may be employed provided they meet the general provisions of Section I in the Guidelines.

G. All approved teachers should periodically update their experience by actual agricultural employment or by directed observation administered through a college, university or other approved means.

VI. EXTENDED EMPLOYMENT

The vocational agriculture instructor's contract with the local board of education is for 12 months of employment, to provide an adequate amount of time for supervising the occupational experience program and other activities pertinent thereto during the summer. EXCEPTION: Where more than one instructor in vocational agriculture is employed in a school, the employment period of the additional instructor(s) may be not less than 10 months provided the school has had prior approval by the Administrative Director of Agricultural Education, State Department of Education.

Up to four weeks of leave time for vacation and/or professional improvement is approvable without reduction in reimbursement. EXCEPTION: Five and one-half weeks professional leave during the fiscal year for agricultural education and related courses only may be granted by the local administration, without reduction in reimbursement.

VII. TRAVEL ALLOWANCE

In order that the Agribusiness Education instructor may supervise and coordinate the production programs, the Agribusiness employment experience of students, conduct field trips, attend called conferences attend FFA events and activities, and for any travel incidental to the high school Agribusiness Career Education program, travel funds must be provided by the local board of education, in addition to his regular salary.

VIII. FACILITIES, EQUIPMENT, AND SUPPLIES

See Section I of the guidelines.

IX. ADVISORY COMMITTEE

See Section I of the guidelines.

X. YOUTH ORGANIZATION

The Future Farmers of America is an integral part of the vocational agriculture program.

XI. PROCEDURE FOR ESTABLISHING PROGRAMS

Approval for the establishment or reestablishment or programs will be based on a survey of the school-community area, and the willingness and ability of the local board of education to provide adequately for a comprehensive program in agricultural education. Requests for further information should be sent to the State Director of Agricultural Education, Division of Vocational Education, 233 South 10th Street, Lincoln, Nebraska 68508.

SECTION 3.1

DISTRIBUTIVE EDUCATION

I. OBJECTIVE OF INSTRUCTION

Distributive Education identifies a program of instruction designed to meet the needs of persons enrolled in secondary, post-secondary, and adult programs by:

1. Introducing and orienting each individual to the field of distribution,
2. Providing educational experiences which will enable the student to achieve career-level employment, and
3. Creating an occupational learning environment which will contribute to an increasing awareness of career opportunities, advancement and educational patterns for continued achievements in this field.

II. OCCUPATIONS TO BE SERVED

Distributive Occupations are those followed by persons engaged primarily in marketing or merchandising goods and/or services. Such occupations may include, without being limited to, the following.*

4.01 Advertising Services
4.02 Apparel and Accessories
4.03 Automotive
4.04 Finance and Credit
4.05 Floristry
4.06 Food Distribution
4.07 Food Services
4.08 General Merchandise
4.09 Hardware, Building Materials and Farm Equipment
4.10 Home Furnishings
4.11 Hotel and Lodging
4.12 Industrial Marketing
4.13 Insurance
4.14 International Trade
4.15 Personal Services
4.16 Petroleum
4.17 Real Estate
4.18 Recreation and Tourism
4.19 Transportation
4.20 Retail Trade
4.21 Wholesale Trade
4.99 Distributive Education, Other

III. PROGRAM ORGANIZATION

Instruction in Distributive Education shall be provided through courses and curricula which contain subject matter needed in one or several of the distributive occupational areas in relation to the occupational objectives of the student. Such courses and curricula shall include instruction in marketing, management, and merchandising.

A. Secondary

1. Minimum requirements are a program of two years with regularly scheduled classroom instruction for one year and regularly scheduled related occupations instruction with coordinated cooperative

*Distributive Education Taxonomy as listed by the U.S. Office of Education and in Vocational Education and Occupations, OE 80061, U.S. Department of Health, Education, and Welfare, Office of Education, and U.S. Department of Labor, Manpower Administration, U.S. Government Printing Office, 1969.

occupational experience (minimum of ten hours of employment per week) and/or simulated marketing laboratory experience for the other year.

2. A preparatory foundations course at the sophomore year level may be included in this total program concept provided such instructional content focuses on the marketing function and furthers the occupational achievement of the student.

3. Cooperative occupational experience and/or simulated marketing laboratory experiences may begin at any point within the total two or three year program which may include summers.

B. Post-Secondary

1. A program should be offered with classroom instruction either in the area of marketing which provides courses fundamental to all distributive occupations (commonly called Mid-Management) or in the technical area which provides courses that are directed toward specific product or service knowledge, marketing functions, or types of business (such as Supermarket Distribution).

2. Cooperative occupational experience and/or simulated marketing laboratory experiences must be provided in addition to classroom instruction at some point within the total program.

3. The program may vary in length from a few weeks up to two full years.

C. Adult

Preparatory and supplementary classes for adults not available for full-time study shall have as their purpose initial preparation, refresher and/or upgrading of individuals leading to employment and/or advancement in distributive occupations. The classes shall lead to a specified level of occupational achievement in distribution or be part of a series of classes leading to an occupational goal.

IV. COORDINATED COOPERATIVE OCCUPATIONAL EXPERIENCE

Refer to Section V, Cooperative Education Programs, for particular guidelines when utilizing this system for Distributive Education.

V. EQUIPMENT AND FACILITIES

Adequate classroom and laboratory instructional equipment and facilities which contribute to occupational and educational achievement must be available. Refer to the State of Nebraska Business and Distributive Education Curriculum Guide for specific information.

VI. EXTENDED EMPLOYMENT

Every distributive education teacher-coordinator will be employed on an extended contract to allow for: (a) time prior to school opening to develop training agreements, (b) establishment of training stations (c) coordination of summer jobs, (d) making initial job placement, and (e) making home visitations.

A twelve-month contract is encouraged. A program of activities for the summer months must be planned by the teacher-coordinator, approved by the local school administrator, and submitted to and approved by the State Administrator of Disbributive Education. If the coordinator is on a twelve-month contract, up to four weeks of leave time for vacation and/or professional improvement is approvable without reduction in reimbursement. EXCEPTIONS: Five and one-half weeks professional leave during the fiscal year for enrollment for distributive education and related courses may be granted by the local administration upon prior approval from the State Department of Education without reduction in reimbursement to the school, provided the request is made at least ten days prior to the opening day of summer school of the current year. Application forms are available upon request from the state office.

VII. QUALIFICATIONS OF PERSONNEL

A. Distributive subject teachers and teacher-coordinators -- (secondary and post secondary)

1. A comprehensive study of those disciplines that undergird business, i.e. the behavioral sciences, communication theory and quantitative analysis.
2. A core of 20 semester hours which may include economics, accounting, finance, insurance, business law, business organization and data processing.
3. A basic core of 20 semester hours in marketing and management, with the emphasis on decision making in the marketing environment. Principles and operational practices in retail merchandising should receive special emphasis.
4. Teachers should possess competencies in all of the following areas:
   A. Philosophy and objectives of distributive education.
   B. Methodology and techniques of instruction in distributive education.
   C. Curriculum development and organization in distributive education.
   D. Individualized instruction in distributive education.
   E. Utilization of the cooperative method in distributive education.
   F. Improvement of instruction in distributive education.
   G. Utilization of equipment and facility development in distributive education.
   H. Public relations in distributive education.
   I. Use of community resources in distributive education.
   J. DECA Activities as an integral part of distributive education.
   K. Program implementation in distributive education.
   L. Utilization of the project method in distributive education.
   M. Current issues, problems and trends in distributive education.
5. Professional Vocational Education -- refer to Section I, Part II of the Guidelines.
6. Occupational Experience -- Refer to Section I, Part II of the Guidelines.
7. Provisional Approval -- Refer to Section I, Part II of the Guidelines.

B. Teacher-Education

The vocational teacher education program in Distributive Education should strive to prepare competent Distributive Education teacher-coordinators and distributive subject teachers. Teacher education institutions should emphasize those unique behaviors required at the respective educational

levels in this subject matter field. Institutional and teacher educator competency should encompass the following six categories: teaching, service, administration, student teaching supervision, research and creative leadership.

The teacher-educator should meet the same requirements as established for Distributive subject teachers and teacher-coordinators at the secondary and post secondary levels. In addition, he must have successfully operated for two years a total Distributive Education program utilizing the cooperative method and possess a Master's Degree. Adult education experience is recommended.

C. Teachers of Adults --

Refer to Section I, Part II of the Guidelines.

D. Local Supervisors

In addition to provisions in Section I of the guidelines, local supervising personnel shall meet the same qualifications as those for a distributive subject teacher, and teacher-coordinators, plus two years experience in teaching vocationally reimbursed distributive education. For adult supervisors, teaching experience in distributive education is not required, but 2 years of employment experience in distribution is required.

VIII. TRAVEL ALLOWANCE

In order that the vocational instructor may adequately supervise on-the-job training, conduct field trips for classes, attend called vocational conference, and for community work incidental to the program, travel funds must be provided by the local board of education in addition to the instructor's regular salary.

IX. YOUTH ORGANIZATION

Distributive Education Clubs of America (DECA) should be an integral part of the Distributive Education program.

X. ADVISORY COMMITTEE

Every Distributive Education Program must operate with the assistance of a local advisory committee composed of persons from the distributive occupations area. A portion of this committee should have membership on the Vocational Education Advisory Council as described in Section I.

XI. PROCEDURES FOR ESTABLISHING PROGRAMS

A Approval for the establishment or reestablishment of departments will be based on a survey of possibilities in the local communities and the willingness and ability of the local board of education to provide adequately for overall program. Applications or requests for further information should be sent to the State Administrator of Distributive Education.

XII. SUMMER WORKSHOP

All secondary vocational distributive education teachers are expected to attend the statewide summer distributive education workshop.

SECTION 3.2

BUSINESS AND OFFICE EDUCATION

I. OBJECTIVE OF INSTRUCTION

Business and Office Education shall be designed to meet the needs of persons enrolled in secondary, post-secondary, and adult programs and has as its purpose initial preparation, refresher, and/or upgrading of individuals leading to employment and advancement in business and office occupations.

II. OCCUPATIONS TO BE SERVED

Business and Office Occupations are those followed by individuals in public and/or private enterprise which relate to the facilitating functions of the office which include such occupational areas as:*

14.01 00 Accounting and Computing
14.02 00 Business Data Processing Systems
14.03 00 Filing, Office Machines, and General Office Clerical
14.04 00 Information Communication
14.05 00 Materials Support Occupations: Transporting, Storing & Recording
14.06 00 Personnel, Training, and Related
14.07 00 Stenographic, Secretarial, and Related
14.08 00 Supervisory and Administrative Management
14.09 00 Typing and Related
14.99 00 Office Occupations, Other

III. ORGANIZATION AND CONTENT OF PROGRAMS

Instruction in business and office education shall be provided through courses and curricula which contain subject matter needed in one or several of the business and office occupational areas in relation to the occupational objectives of the student. Such courses and curricula shall include the theory, principles and practices of the administration and operation of the office and the procedures, skills and attitude involved in the office occupations.

A. Secondary Programs

A minimum program shall consist of a general clerical program. In addition a school may also offer the stenographic program.

1. General Clerical Program

a. The curriculum is designed to prepare students for general clerical employment, e.g., clerk typists, file clerks, general office clerks, office machine operators and receptionists.

*Office Education Taxonomy as listed by the U.S. Office of Education and in Vocational Education and Occupations, OE 80061-- U.S. Dept. of Health, Education and Welfare, Office of Education and U.S. Dept. of Labor, Manpower Administration, U.S. Government Printing Office, 1969

b. In grade twelve there must be two periods daily of vocational instruction in clerical skills and procedures. The two periods should be blocked. Provision must be made for the students to have practical, realistic experiences which approximate actual work situations. These experiences may be provided through various means of which the following are recommended: (1) Cooperative Education, (2) Simulated office laboratory and/or (3) Intensive office laboratory. The vocational business and office education offering must also include no less than two semesters of typewriting, two semesters of bookkeeping or recordkeeping, and one semester of introduction to business.

c. The cooperative education section of the guidelines specifies the requirements which all cooperative office education programs must meet. When this method is utilized, all students must be employed a minimum of 10 hours per week.

d. Approval may be obtained for programs equivalent to the program listed above but which are organized in a slightly different pattern.

2. Stenographic Program

a. The curriculum is designed to prepare students for the stenographic, secretarial and related occupations. The uniqueness of this program is that the students develop the ability to record and transcribe dictated material.

b. In grade twelve there must be two periods daily of vocational instruction. The two periods daily should be blocked. At least one of the two periods must be shorthand oriented. Provision must be made for the students to have practical, realistic experiences which approximate actual work situations. These experiences may be provided through various means of which the following are recommended: (1) Cooperative Education, (2) Simulated Office Laboratory and/or (3) Intensive Office Laboratory. The vocational business and office education offering must also include no less than two semesters of shorthand, two semesters of typewriting, two semesters of bookkeeping or recordkeeping, and one semester of introduction to business.

c. The cooperative education section of the guidelines specifies the requirements which all cooperative office education programs must meet. When this method is utilized, all students must be employed a minimum of 10 hours per week.

d. Approval may be obtained for programs equivalent to the program listed above but which are organized in a slightly different pattern.

B. Post-Secondary Programs

Programs organized according to the U.S. Office of Education taxonomy may be offered. The curriculum offering must be based

on the career objective of the students and include, as a minimum, all the requirements of the secondary program. Provision must be made for the students to have practical realistic experiences which approximate actual work situation. These experiences must be provided through one or more of the following: (1) Cooperative Education, (2) Simulated Office Laboratory and/or (3) Intensive Office Laboratory.

C. Adults

Preparatory and supplementary classes for adults not available for full-time study shall have as their purpose initial preparation, refresher and/or upgrading of individuals leading to employment, and/or advancement in office occupations. Classes must consist of not less than 20 hours of instruction except where upgrading is needed concerning a specific technique where the competency required would need fewer number of meetings or less time to accomplish the objective. Previous special approval must be obtained from the state administrator of Business and Office Education in classes of this nature.

IV. COURSES ELIGIBLE FOR REIMBURSEMENT

The following Office Education Programs are eligible for reimbursement:

General Clerical

1. Two periods of vocational instruction at the 12th grade or equivalent.
2. Coordination time for the Cooperative Program.

Stenographic

1. Two periods of vocational instruction at the 12th grade or equivalent.
2. Beginning shorthand.
3. Coordination time for the Cooperative Program.

V. EQUIPMENT AND FACILITIES

Adequate classroom and laboratory instructional equipment and facilities which contribute to occupational and educational achievement must be available.

VI. PURCHASE OF EQUIPMENT

Reimbursement will be made only for equipment which is to be used in the instruction of the reimbursable portion of the Vocational Program. Refer to Section II, Financial Participation, Part V-B. Typewriters, spirit duplicators, file cabinets, stop watches and demonstration stands are not eligible for reimbursement. Items which are considered to be above and beyond the needs of a basic program and which would be eligible for reimbursement would include: Adding-listing machines, calculators, transcribing machines, dictation laboratories, stenographic L-Desks and padded posture chairs.

VII. EXTENDED EMPLOYMENT

The teacher-coordinator of the clerical or stenographic cooperative program will be on an extended contract to allow for: (a) time prior to the opening of a new school year to develop training agreements, (b) establishing training stations, (c) coordinating summer jobs, (d) making initial job placements, and (e) making home visitations.

School districts are strongly encouraged to employ on extended contract teachers who are responsible for the development and operation of simulated and/or intensive office laboratory activities. Salaries of teachers on such extended contracts may be reimbursed on the same percentage of vocational time as during the regular school year.

A twelve-month contract is encouraged for the teacher-coordinator of an office cooperative program as well as the teacher of the simulated office laboratory and/or intensive office laboratory. A program of activities for the summer months must be planned by the teacher-coordinator, approved by the local school administrator, and submitted to and approved by the State Administrator of Business and Office Education. If the coordinator is on a twelve-month contract, up to four weeks of leave time for vacation and/or professional improvement is approvable without reduction in reimbursement. Exception: five and one-half weeks professional leave during the fiscal year for enrollment in office education and related courses may be granted by the local administration upon prior approval from the State Department of Education without reduction in reimbursement to the school, provided the request is made at least ten days prior to the opening day of summer school of the current year. Application forms are available upon request from the State Office.

VIII. QUALIFICATIONS OF BUSINESS AND OFFICE EDUCATION PERSONNEL

A. Teachers--Secondary and Post Secondary

1. A minimum of 40 semester hours in the Business and Office field including: (a) Not less than 20 hours (or equivalent as demonstrated by examination) in technical subject matter; e.g., typewriting, shorthand, accounting, office machines, office procedures, and (b) Not less than 20 hours in supporting courses; e.g., business law, data processing, marketing, economics, and accounting.

2. A minimum of 12 hours in Professional Vocational Education including: (a) Student teaching provided it is done in an approvable Business and Office Program and six (6) semester hours in Vocational Education which must include a basic course in the principles and philosophy of vocational education and one of the following: coordination techniques, special vocational education workshops, improvement of instruction in the office occupations and other approved vocational education courses, or (b) Nine (9) semester hours in vocational education if the student teaching is not done in an approvable program. These hours must include a basic course in the principles and philosophy of vocational education and two of the following: coordination techniques, special vocational education workshops, improvement of instruction in the office occupations, and other approved vocational education courses.

3. Course work in methods of teaching Business and Office Education.

4. Occupational Experience as stated in Section I of the guidelines.

5. All approved teachers should periodically update their office experience by actual office employment, or by directed observation administered through a college, university or other organized means.

6. Provisional approval may be granted as stated in Section I of the guidelines.

B. Teachers - Adults

Refer to Section I of the guidelines

C. Teacher Educator

All teacher training personnel shall be qualified as Secondary Business and Office Education teachers, shall have a masters degree, and shall have at least two years successful teaching experience in a business and office education program.

D. Local Supervisors

In addition to provisions in Section I of the guidelines, local supervising personnel shall meet the same qualifications as those for an office education teacher, plus two years successful experience in teaching Business and Office Education.

IX. TRAVEL ALLOWANCE

In order that the vocational teacher-coordinator may adequately supervise on-the-job training, conduct field trips for classes, attend called vocational conferences, and participate in community work incidental to the program, travel funds must be provided by the local board of education in addition to the instructor's regular salary.

X. YOUTH ORGANIZATION

The Future Business Leaders of America (FBLA) should be an integral part of all secondary programs.

XI. ADVISORY COMMITTEE

Every Cooperative Office Occupation Program must operate with the assistance of a local advisory committee.

Programs not utilizing the Cooperative Education method are strongly encouraged to operate with the assistance of an Advisory Committee. This committee should be composed of persons from the Office Occupations area. A portion of this committee should have membership on the Vocational Education Advisory Committee described in Section I of the guidelines.

XII. PROCEDURES FOR ESTABLISHING PROGRAMS

Approval for the establishment or reestablishment of departments will be based on a survey of possibilities in the local communities and the willingness and ability of the local board of education to provide adequately

for an overall program. Applications or requests for further information should be sent to the State Director of Business and Distributive Education.

XIII. SUMMER WORKSHOP

Secondary vocational business and office education teachers are expected to attend the Summer Office Education Workshop.

SECTION 3.3

TRADE AND INDUSTRIAL EDUCATION

I. PURPOSE AND SCOPE

A. Trade and industrial education has as its purpose to provide students with an understanding and the technical knowledge of our industrial society, to develop the necessary skills for employment in the skilled and semi-skilled trades, crafts, or occupations which directly function in the designing, producing, processing, assembling, maintaining, servicing or repairing any manufactured product.

B. Training in trade and industrial education enables young men and women to prepare for initial employment in trade, industrial and technical operations. The basic principle of trade and industrial education is learning by doing. The needs of the individual worker are the foundations upon which all instructional activity is based. Instructional objectives shall be tied to the skill or trade being pursued as a career.

II. OCCUPATIONS TO BE SERVED

Trade and industrial education serves the following occupational clusters:

Communication and Media
Construction
Manufacturing
Health
Transportation
Environmental Control
Public Service

III. ORGANIZATION AND CONTENT OF PROGRAMS

A. Secondary

1. It is most desirable that a good trade and industrial education program be supported by an industrial arts program in grades seven through ten. This gives the student the opportunity to explore the various occupations found in industry before selecting one for a career.

   An industrial arts program in grades seven, eight, and nine is to be exploratory in nature and should provide for experiences in as many occupational clusters as facilities and scheduling will permit. Grade ten should provide the exploration and training in one occupational cluster developing entry-level skills and a foundation for further progress. The trade and industrial education program will then supply the student with intensive preparation in a selected occupational cluster, or in a specific occupation, in preparation for job-entry and/or further education.

2. Curricula and course content shall be developed to insure vocationally oriented instruction in the classroom. A reimbursable program must provide adequate time, facilities, tools and equipment necessary to support the instruction given in trade and industrial education. The intensity and duration of instruction must be sufficient to permit the student to gain a saleable skill upon completion of the course(s).

3. Adequate classroom and laboratory time is considered to be vitally important in implementing and sustaining an acceptable trade and industrial education program. A minimum time allotment of no less that 400 minutes per week at the 11th and 12th grade level is required for reimbursement. Grade 10 meeting the trade and industrial guidelines may be accepted for reimbursement provided a cooperative education program is available at the 12th grade level. The time requirement may be met in one of the following ways:

   a. Schools with trade and industrial education programs shall assign two or more consecutive periods to provide a minimum of 80 minutes of continuous instruction and/or laboratory time.

   b. Schools utilizing modular scheduling must assign twice the number of mods to trade and industrial education as is assigned to industrial arts courses.

   c. Special programs having vocational objectives, but which are organized in a slightly different pattern, must have prior approval of the State Director of Trade and Industrial Education. See IV-A, Courses For Reimbursement, Paragraph 3-4.

4. While the development of skills in depth is often a prerequisite to employment, the teaching of skills shall not comprise the total program of instruction. Content of instruction shall provide for the development of desirable employment attributes such as good work habits and attitudes, employer and employee responsibilities, awareness to certain civic involvement and the acceptance of leadership roles in and out of industry. Instruction and processes presented in the classroom and laboratory shall parallel those employed in industry. Emphasis will be placed on how well course content relates to actual on-the-job requirements. The occupational experience of the instructor adds authenticity and an industrial environment to the classroom and laboratory work.

5. Cooperative education is advocated for all advanced students of a trade and industrial education program. The student shall be employed for a minimum of 10 hours per week, employment being in the area of a closely related area of instruction. See Section G of the guidelines for cooperative education.

6. A suggested program in trade and industrial education

7-10 Suggested Prerequisites - Nonreimbursable	Reimbursable 11 & 12
Small Engine Mechanics, Power Mechanics	Auto Mechanics 2-period block
Woodworking, Arch. Drafting, World of Construction	Construction Trades 2-period block
World of Manufacturing, Mech. Drafting, Welding, Bench Metal	Manufacturing Trades (Metals) 2-period block
Beginning Courses, Communications, English	Graphic Arts 2-period block
Blueprint Reading, Sketching, Beginning Drafting, Shop Math (Geometry)	Drafting 2-period block
	or
3 semesters of Mech. Drafting - beyond 9th grade	Drafting 1 period
Basic Electricity, Drafting, Wiring, Schematics, Math (Algebra)	Elec./Elect. 2-period block
	or
3 semesters of Elec./Elect. beyond 8th grade	Elec./Elect. 1 period
T & I Block in the area of employment (reimbursable)	Coop Education 10 hours/week

B. Post Secondary

All reimbursable trade and industrial programs must be individually approved by the Assistant Commissioner of Vocational Education and the Director of Trade and Industrial Education.

C. Adult Education

1. Adult education is defined as a class conducted during the non-working hours of the enrollees. Evening classes may enroll only workers 16 years of age or over, who are employed in a trade and industrial occupation. Instruction must be confined to that which is supplemental to the daily employment, the instruction must be such as to increase the skill or knowledge of the worker in the trade and industrial occupation in which the person is employed.

2. Part-time preparatory classes - These classes are for persons who have already entered the labor market or are unemployed or need retraining in preparing for a new occupation.

IV. COURSES ELIGIBLE FOR REIMBURSEMENT

A. Secondary programs with courses meeting the following criteria. Any exception must first have the approval of the State Director of Trade and Industrial Education.

1. The trade course must be apprenticable in the area of which it is being offered and taught by a qualified instructor. See Section I of the Guidelines for teacher qualifications.

2. The course shall have at least one prerequisite in the same area beyond the ninth grade.

3. One period classes of drafting, provided students of the class have had at least three semesters of drafting beyond the ninth grade.

4. One period classes of electronics/electricity, provided the students of this class have had at least three semesters of electronics/electricity beyond the eighth grade.

5. Coordination time for cooperative education programs.

B. Postsecondary

Programs organized according to the U. S. Office of Education taxonomy may be offered.

C. Adult Education

Programs with courses meeting the objectives of adult education as outlined in III-C above are eligible for reimbursement.

V. QUALIFICATIONS OF TRADE AND INDUSTRIAL EDUCATION PERSONNEL

A. Secondary

1. A graduate of an accredited college or university with a major in industrial education, which shall include 12 semester hours or a technical competency in the teaching area, and complying with Section I of the Guidelines shall qualify.

2. A person from industry not having a degree from an accredited college or university may qualify if he has at least two years on the journeyman level of satisfactory and recent employment in the field or closely related field in the area of his teaching assignment. A provisional trade certificate is to be applied for and obtained from the Division of Certification, Nebraska State Department of Education.

3. A person successfully completing a military technical school or civilian graduating from a vocational or technical school in the field or closely related field of the teaching assignment and having two years of occupational experience may qualify. A provisional trade certificate is to be applied for and obtained from the Division of Certification, Nebraska State Department of Education.

4. Trade and industrial teachers must show evidence of periodic professional growth in their area of instruction. The professional growth may be acquired by professional courses, workshops, seminars, or by working in their occupational area.

B. Postsecondary

Refer to Section I of the Guidelines.

C. Adult Education

1. Adult education teachers must have a high school diploma or its equivalent and have at least two years occupational experience on the journeyman level in the area they are to teach. They shall acquire at least eight clock hours of pre-service and/or in-service teacher training if they do not possess a valid Nebraska secondary teaching certificate.

2. Refer to Section I of the Guidelines.

VI. YOUTH ORGANIZATION

The Vocational Industrial Clubs of America should be an integral part of the trade and industrial education program.

VII. PROCEDURES FOR ESTABLISHING PROGRAMS

A. Specific Steps

1. Determine and verify need for training.
2. Inform school personnel of objectives and purposes of program.
3. Board of Education approval.
4. Secure approval from State Department of Vocational Education.
5. Establish advisory committee.
6. Assign responsibility for program development.
7. Select qualified instructor.
8. Develop general plan for program.
9. Plan program facilities.
10. Plan operating details.
11. Begin program operation.

B. Approval

Approval for establishment or re-establishment of programs will be based on a survey of possibilities in the local community and the willingness and ability of the local Board of Education to provide for an overall program. Applications or requests for further information should be sent to the State Director of Trade and Industrial Education.

SECTION 3.4

TECHNICAL EDUCATION

I. OBJECTIVES OF INSTRUCTION

Technical education shall be designed to train persons for employment as highly skilled technicians in recognized technical occupations requiring scientific knowledge. It is believed that technical education should be conducted primarily on the post high school and/or adult level.

II. SELECTION OF STUDENTS

All enrollees shall have either completed the ninth grade or be at least 16 years of age.

III. OCCUPATIONS TO BE SERVED

Technical education shall be designed to train individuals for employment in the highly skilled technical occupations that are needed for:

A. The design, development, testing, manufacturing, processing, construction, installation, operation, maintenance, repair or servicing of plant facilities;

B. Technical services, and

C. Scientific research.

IV. SPECIAL STANDARDS AND REQUIREMENTS

A. Organization and Content of Instruction

1. Training shall be designed to fit the enrollee for useful employment in recognized occupations requiring scientific knowledge.

2. Training shall be designed primarily with the application of technical understanding rather than manipulative skills.

V. TYPES OF COURSES

A. Supplementary (adult) courses which are designed for employed persons, including journeymen, to give additional training in the direct application of specialized functional aspects of science, mathematics, and advanced technical skills and knowledge required to meet the demands for highly skilled technicians because of new and changing technologies.

B. Instruction may be organized to provide the related instruction for registered apprentices.

C. Preparatory (pre-employment) courses designed to prepare persons for useful employment as a highly skilled technician (not for a skilled

trade). The occupation must require the application of specialized functional aspects of science, mathematics, and advanced technical skills and information.

VI. QUALIFICATIONS OF INSTRUCTORS

Refer to Section I of the guidelines.

VII. FACILITIES

Refer to Section I of the guidelines.

SECTION 3.5

HOME ECONOMICS RELATED OCCUPATIONS PROGRAMS

I. PURPOSE

Vocational education in home economics shall be designed to meet the needs of persons (enrolled in secondary, postsecondary, or adult programs) who have entered or who are preparing to enter gainful employment in an occupation involving knowledge and skills of home economics subjects (hereinafter referred to as home economics related occupations).

II. OCCUPATIONS TO BE SERVED

A. Occupational Preparation: The courses or units of instruction in home economics emphasizing acquisition of knowledge and development of understandings, attitudes, and skills relevant to occupational preparation and the utilization of specialized knowledge and skills of home economics. Learning activities and experiences are oriented toward the development of competencies essential for entry into a chosen occupation or for acquiring new or additional competencies for upgrading occupational proficiency. Subject matter is coordinated with appropriate field, laboratory, and work experiences. Occupations include those which provide (1) services to families in the home and similar services to others in group situations; (2) assistance to professional home economists and professionals in fields related to home economics in industries, agencies, and organizations; and (3) other services and/or assistance directly related to one or more home economics subject matter areas.

OE Code

0201. Care and Guidance of Children: Preparation for a variety of employment related to child-care centers and young children, e.g., assisting directors of child day-care centers or nursery schools, assisting with activities on playgrounds and in recreation centers, and caring for children in stores and airports.

0202. Clothing, Management, Production, and Services: Preparation for employment concerned with clothing and textiles, e.g., fitting and altering ready-made garments, custom tailoring and dressmaking, laundry-dry cleaning work, and demonstration work and technical work in business and industry.

0203. Food Management, Production, and Services: Preparation for a variety of employment related to institutional and commercial food services. These may include workers and supervisors in hospitals, child day-care centers, homes for the elderly, and school lunch programs, and demonstrators and technicians in the food industries.

0204. Home Furnishings, Equipment, and Services: Preparation for a variety of employment related to home furnishings and/or equipment which includes assistance to purchasers in the selection of suitable home furnishings and/or equipment, assisting interior decorators, and custom-making of curtains, draperies, slip covers, and other related items.

0205. Institutional and Home Management and Supporting Services: Preparation for a variety of employment concerned with public housing services to homemakers, and housekeeping services. These include hotel and motel housekeeping, homemaker services, institutional housekeeping, and assistants to homemakers and management aides in public housing.

0206. Other Occupational Preparation: Aspects of occupational preparation not included above.

III. ORGANIZATION AND CONTENT OF INSTRUCTION

A. An advisory committee should be organized to assist in planning the occupational home economics program. The duties of this committee would include:

- Assisting with occupational surveys at community, regional, and state levels to establish evidence of employment opportunities.
- Surveying potential students to determine interest in potential programs.
- Helping to plan curricula.
- Assisting in the interpretation, promotion, and evaluation of offerings.
- Supporting the program within the community.

B. The curriculum should provide training for a specific occupation or cluster of occupations and place emphasis on the development of attitudes and personal characteristics necessary to obtain and hold a job, as well as skills and knowledge needed for successful performance in the chosen occupational field.

C. The training program will include related classroom instruction as well as realistic occupational experience. Satisfactory work experiences may be provided through on-the-job training, simulated laboratory experience, or a combination of these techniques. A valuable part of the training is the opportunity for students to earn a salary while developing skills, knowledge and attitudes which will contribute to future employability.

D. Adequate time should be provided for the teacher, coordinator, and other personnel for preplanning, supervision of work experience, and evaluation of the program.

E. The trainees must be of legal employment age at the completion of training.

F. The length of any occupational home economics course should be based on a job analysis of the occupational area and its desired competencies. Home Economics Related Occupations programs may vary in length from one semester to two years depending on student need and program objectives.

G. The program may be cooperatively planned and conducted by two or more vocational services or in cooperation with a community organization or agency. For example, the 4-C organization (Community Coordinated Child Care) can cooperate with the school in development of a Child Care Aide Training Program. Similarly, Health Occupations and Home Economics might cooperate in training Geriatric Aides on Homemaker-Home Health Care Aides.

H. There should be a close cooperation between the instructor and the vocational counseling personnel of the school as well as the Division of Employment, State Department of Labor, in placement and follow-up of trainees.

I. Evaluation of the occupational home economics program should include appraisal of all objectives of the program and should be a cooperative venture for all involved in the program. For example:

- Student trainee engages in self-evaluation of class work and work experience.
- Teacher evaluates class experience, work experience, and placement of students.
- Employer evaluates work experience of trainees and later assists in preparing follow-up evaluation of any trainees which he employs.
- Parents cooperate in evaluating total learning experience.
- Advisory committee evaluates effectiveness of program as a part of the total educational program and its contribution to the community.

IV. COORDINATED COOPERATIVE OCCUPATIONAL EXPERIENCE

Refer to Section V, Cooperative Education Program, for particular guidelines when utilizing this system for Home Economics Related Occupations.

V. SPACE AND EQUIPMENT

A. Teaching facilities will be adequate to enable trainees to acquire marketable skills for the occupation.

B. Reimbursement may be made only for instructional equipment used in the reimbursable portion of a vocational program.

VI. PUBLIC SCHOOL INSTRUCTIONAL PERSONNEL

A. Refer to Section I of these Guidelines for qualifications of teachers of Home Economics Related Occupations Programs.

B. The State Director of Home Economics shall review qualifications and approve teachers for Home Economics Related Occupations programs at secondary, postsecondary, and adult levels.

SECTION 3.6

DIVERSIFIED OCCUPATIONS EDUCATION PROGRAM

I. OBJECTIVE OF INSTRUCTION AND OCCUPATIONS TO BE SERVED

The diversified occupations education program provides an opportunity for schools in small communities to provide vocational education with supervised work experience in a variety of occupations. It can be utilized in communities which are not large enough to provide part-time jobs in sufficient quantity to support an occupational experience program in a particular area (e.g. Agriculture, Distributive Education, Business Education, Home Economics or Trades and Industries).

II. PROGRAM OF INSTRUCTION

A. The program of instruction consists of two phases.

1. Classroom related instruction

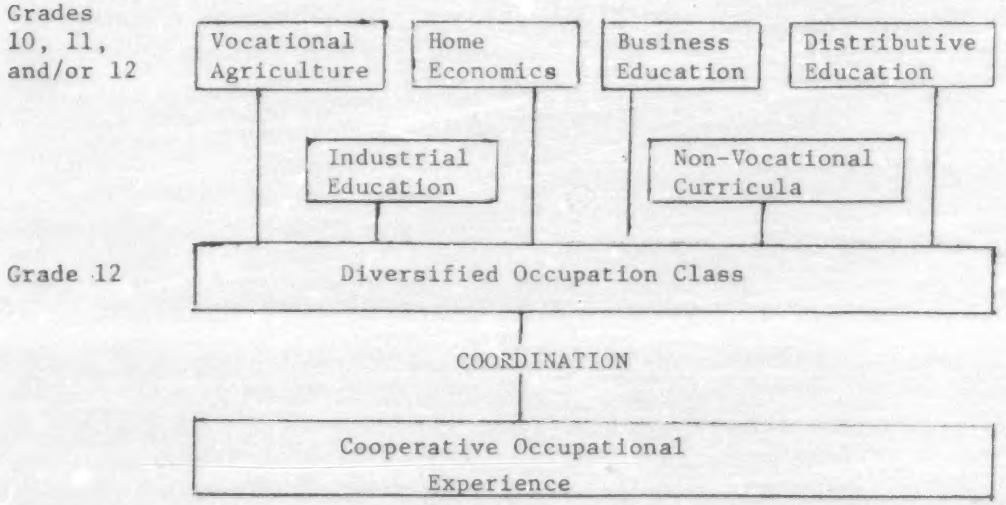
In the class, course offerings should include, but not be limited to, that general information and the occupational skills related thereto, no matter what the student's occupation is. Topics covered may include how to apply for a job; dress and grooming; occupational relations; business law; government regulations; social security regulations; employer-employee relations, etc.

2. Cooperative Occupational experience

A student enrolled in the diversified occupations program shall receive on-the-job training through part-time employment.

B. Program Prerequisite

If a program related to his vocational objective is offered in the school, a diversified occupations student must be enrolled in or have completed course work in this program. If it is not offered, the student could go directly into the diversified occupational education program his senior year.



III. ORGANIZATION AND CONTENT OF PROGRAMS

A. Classroom Related Instruction

1. A qualified teacher-coordinator shall be employed by the school to conduct the related instruction phase as specified in Section I of the guidelines.

2. The related instruction class shall be the equivalent of five regular class periods per week, according to the North Central Association class requirements.

3. The class size should not exceed 15 students.

B. Cooperative Occupational Experience

Refer to Section I of the guidelines.

In Addition:

1. One regular class period per day, according to North Central class requirements, of released time for supervised occupational experience, with a minimum of ten hours of employment per student per week.

2. Students shall be supervised on the job. A qualified teacher-coordinator must make periodic visitations to the job station during the students' working hours.

IV. QUALIFICATIONS OF TEACHER-COORDINATORS

Refer to Section I of the guidelines.

In Addition:

1. A teaching certificate with a teaching endorsement in agriculture, home economics, office education, distributive education, trades and industry, or industrial arts, in addition to diversified occupations.

2. The Vocational Education course work must include Coordination Techniques and one of the following: History and Philosophy of Vocational Education, Administration and Organization of Vocational Education and Special Vocational Education workshops.

3. Refer to Section V of the guidelines, Part G, Cooperative Education. For additional information concerning training agreements, training plans, evaluations, etc.

V. EXTENDED EMPLOYMENT

The instructor will be employed on an extended contract.

VI. APPLICATION FOR THE ESTABLISHMENT OF A DIVERSIFIED OCCUPATION PROGRAM.

Applications for approval or requests for further information should be sent to the State Director of Diversified Occupations. Approval for the establishment of a diversified occupations program will be based on a survey of the needs for such a course in the local community and the willingness of the local board of education to meet the requirements of the program.

SECTION 3.7

HEALTH OCCUPATIONS EDUCATION

I. OBJECTIVE OF INSTRUCTION

Vocational education in health occupations shall be designed for persons who are preparing to enter one of the health occupations, and for persons who are, or have been employed in such occupations in hospitals or institutions or establishments other than hospitals which provide patients with medical services.

II. OCCUPATIONS TO BE SERVED

Health Occupations render supportive services to the health professions such as nursing, medical and dental practices, all of which are concerned with providing diagnostic, therapeutic, preventive, restorative, and rehabilitative services to people. Such occupations include:

07.0000	TOTAL HEALTH (Allied Health)
.0101	Dental Assistant
.0102	Dental Hygienists (Associate)
.0103	Dental Laboratory Technician
.0203	Medical Laboratory Assisting
.0299	Other Medical Lab. Technology
.0301	Nurse, Associate Degree
.0302	Practical (Vocational) Nurse
.0303	Nurses' Assistance (Aide)
.0401	Occupational Therapy
.0402	Physical Therapy
.0501	Radiologic Technology
.0700	Environmental Health
.0800	Mental Health Technology
.0903	Inhalation Therapy Technician
.0904	Medical Assistant
.0906	Health Aide
.9900	Other*

*New and emerging occupations and cluster programs.

III. SPECIAL STANDARDS AND REQUIREMENTS

A. Organization and Content of Instruction

1. The program of instruction includes the knowledge and skills necessary for competencies required in the occupation or occupational field in which the individual is being prepared, upgraded or updated.

2. Instruction in theory will be closely correlated with supervised practical experience in the clinical or laboratory phase of the curriculum.

B. Duration and Intensity of Instruction

1. Pre-service training schools for practical nursing shall provide for full-time instruction.

2. For other health occupations, the length and content of the program will be governed by the objectives established for entry or advancement in the occupation.

C. Supervised Practical Experience

1. A major part of the supervised practical experience required in the curriculum will be spent on activities directly related to patient needs.

IV. QUALIFICATIONS OF TEACHERS AND SUPERVISORS

Refer to Section I, Parts II and III of the Guidelines.

Exceptions:

1. Teachers of practical laboratory work

A minimum of two years of experience in the health occupation to be taught above and beyond the learning period, or a baccalaureate degree plus one year of recent experience in the health occupation to be taught.

2. Teachers of related subjects

Three years of approved recent experience in the health occupation for which instruction is to be given, or graduation from an approved four-year college program closely related to the health occupation, with one year of experience in that occupation.

3. Teachers in secondary schools

The instructor should be a registered nurse, currently licensed, with at least two years of experience beyond the learning period. A Provisional Trade Certificate is acceptable in lieu of the regular Nebraska Teaching Certificate.

V. COORDINATED COOPERATIVE OCCUPATIONAL EXPERIENCE

Refer to Section V, Cooperative Education Programs, for particular guidelines when utilizing this system for Health Occupations Education.

VI. FACILITIES

Adequate classroom, library, laboratory and/or clinical facilities and equipment must be available for use.

SECTION 3.8

SPECIAL VOCATIONAL NEEDS
(Secondary, 7-12 - Post-Secondary - Adult Programs)

1. Program must be for persons who are identified as Disadvantaged and/or Handicapped (State Plan, Part I, Section 3.12 and 3.13.)

   A. "Disadvantaged persons" means persons who have academic, socio-economic, cultural, or other handicaps that prevent them from succeeding in vocational education or consumer and homemaking programs designed for persons without such handicaps, and who for that reason require specially designed educational programs or related services. The term includes persons whose needs for such programs result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large, but does not include physically or mentally handicapped persons unless such persons also suffer from the handicaps described in this paragraph. (Regulations for 1968 State Plan, P.L. 90-576, 102.3 (i)).

   B. "Handicapped persons" means mentally retarded, hard of hearing, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason of their handicapping condition cannot succeed in a vocational or consumer and homemaking education program designed for persons without such handicaps, and who for the reason require special education assistance or a modified vocational or consumer and homemaking education program. (Regulations for 1968 State Plan, P.L. 90-576, 102.3 (o)).

2. Program must be for students who cannot succeed in a vocational education program designed for persons without such handicaps, and who for that reason require special educational assistance or a modified vocational program.

   A. Vocational education for disadvantaged or handicapped persons supported with funds under section 102 (a) or (b) of the Act shall include special educational programs and services designed to enable disadvantaged or handicapped persons to achieve vocational education objectives that would otherwise be beyond their reach as a result of their handicapping condition. These programs and services may take the form of modification of regular programs, special educational services which are supplementary to regular programs, or special vocational education programs designed only for disadvantaged or handicapped persons. Examples of such special educational programs and services include the following: Special instructional or pre-vocational orientation programs where necessary, remedial instruction, guidance, counseling and testing services, employability skills training, communications skills training, special transportation facilities and services, special educational equipment, services, and devices, and reader and interpreter services. (Regulations for 1968 State Plan, P.L. 90-576, 108 (2)).

   B. To the extent feasible, disadvantaged or handicapped persons shall be enrolled in vocational education programs designed for persons without their handicapping condition. Educational services required to

enable them to benefit from such programs may take the form of modification of such programs or of supplementary special educational services. In either case, funds available for vocational education for disadvantaged or handicapped persons may be used to pay that part of such additional cost of the program modifications or supplementary special educational services as is reasonably attributable to disadvantaged or handicapped persons. (Regulations for 1968 State Plan, P.L. 90-576, 102.6 (c)).

3. The program must demonstrate that:

   A. It prepares students for employement, or

   B. Be necessary to prepare individuals for successful completion of such a program, or

   C. Be of significant assistance to individuals enrolled in making an informed and meaningful occupational choice. (Public Law 90-576, Part B, Sec. 123(a) (18) (A) (B) (C)).

4. Program must have qualified teachers. (See Nebraska State Plan for Vocational Education, Part I, Sections 1.33 and 1.36).

5. Programs are reviewed, evaluated, and approved by a committee before funding. (Regulations for 1968 State Plan, P.L. 90-576, 102.6 (e)).

6. Procedures for organizing programs:

Step 1: Submit Application for Approval for Special Vocational Needs and/or submit a proposal for a 102(a) or 102 (b) program. (See Nebraska State Plan for Vocational Education).

   A. An Application for Special Vocational Needs is not needed if the disadvantaged and/or handicapped are served in a Vocational Agriculture, Office, Distributive Education, Diversified Occupations, Cooperative, Trades and Industry, or Home Economics Related Occupations (HERO) program. In this event, the students can be served through this discipline and Application. If pupils are enrolled who are not in those regular programs, the class then becomes Special Vocational Needs.

   B. If a special program is to be held, an Application for Approval must be filed with Special Vocational Needs by July 1. This application may be altered by letter. Application for tools and equipment must be submitted for approval on or before October 1.

Step 2: Identification

   A. Complete Form A - Identification of Disadvantaged and/or Handicapped.

   B. If ample students are identified, plan program.

Step 3: Course of Study

A. Prepare course of study which meets vocational requirements.

B. Check course of study to see if it meets the requirements of the State Guidelines Section 3.8. Vocational related remedial subjects must meet the needs of the vocational course in which the students are enrolled.

Step 4: Submit Teacher Qualifications

A. Form VE 30 for regular qualified teachers.

B. Form VE 31 for emergency teaching request.

Step 5: Daily Teaching Schedule

A. Use Form VE 20 if Modular Schedule.

B. Use Form VE 21 if Regular Schedule.

Step 6: Submit Semi-Annual Claims.

A. First semester by January 5th.

B. Second semester by July 5th.

Request assistance as needed from the director of special vocational needs.

SECTION IV

CONSUMER AND HOMEMAKING EDUCATION PROGRAMS
IN NEBRASKA

I. PURPOSE

In addition to the provisions in 1.0 and 2.0 of Part I of the State Plan, the following special provisions apply to Consumer and Homemaking Education supported with Federal funds under Part F of the Act.

II. DEFINITION

"Consumer and Homemaking Education" means education designed to help individuals and families improve home environments and the quality of personal and family life, and includes instruction in food and nutrition, child development, textiles and clothing, housing, family relations, and management of resources with emphasis on selection, use, and care of goods and services, budgeting and other consumer responsibilities. Such programs shall be designed to meet the needs of persons who have entered or are preparing to enter useful employment in the home and enrolled in secondary, post-secondary, or adult programs.

III. REQUIRED ALLOCATIONS OF FUNDS TO CERTAIN AREAS

At least one-third of the Federal funds allotted to the State Board under Part F of the Act will be used for Consumer and Homemaking programs in economically depressed areas or areas with high rates of unemployment.

In determining which areas of the State are "economically depressed areas," "economically depressed communities," or "areas of high unemployment," the State Board will rely upon the current determinations made by the Secretary of Commerce regarding areas eligible for designation pursuant to Title I, Section 102 and Title IV, Section 401 (a) of the Public Works and Economic Development Act of 1965 (42-U.S.C. 3161).

IV. REQUIRED CONTENT OF PROGRAM: ORGANIZATION AND CONTENT OF INSTRUCTION

Federal funds will be expended solely for the purposes of educational programs which:

A. Include consumer education as an integral part of the program, including promotion of nutritional knowledge and food use and the understanding of the economic aspects of food use and purchase.

B. Are designed to prepare youth and adults for the role of homemaker, or to contribute to the employability of such youth and adults in the dual role of homemaker and wage earner.

C. Encourage home economics to give greater consideration to social and cultural conditions and needs, especially in economically depressed areas.

D. Encourage preparation for professional leadership in home economics and consumer education.

E. Are designed for persons who have entered or are preparing to enter the work of the home.

V. MINIMUM DAY SCHOOL PROGRAM

A. A minimum program shall consist of three years or (6 semesters), the first year of which must provide a comprehensive program involving [illegible] major areas of Consumer and Homemaking Education as described in II. The other two years may also be comprehensive but on advanced levels, or courses in specific subject-matter areas with depth and breadth. Alternatives:

1. Three years Comprehensive Consumer and Homemaking Education.

2. One year Comprehensive Consumer and Homemaking Education; 1 year including Foods and Nutrition, Housing, Textiles and Clothing; 1 year Adult Living and Consumer Education.

3. One year Comprehensive Consumer and Homemaking Education; four or six semester courses (2 or 3 years), each semester course providing depth and breadth in a different subject-matter area of home economics. All areas must receive emphasis within the three-year period.

Consumer Education must be integrated throughout the entire program.

B. Students enrolled in Consumer and Homemaking classes must have sufficient laboratory and teacher's time available for successful completion of the course requirements.

C. Space and equipment shall be sufficient to provide learning experiences in each of the major areas of the program as defined in II, subject to approval by the state supervisory staff of Home Economics Education.

D. There shall be a minimum of 30 students per program (grades 7-12) and a minimum of 5 per class.

E. The teacher shall have time available for individual and/or group conferences with students.

F. Each student shall carry a balanced home learning experience program each year as part of the Consumer and Homemaking course. These experiences are an extension of the in-class instruction.

G. The teacher shall conduct a family contact program during the school year and/or during extended employment for the purposes of working with families in the development of the total Consumer and Homemaking program and to supervise home learning experiences.

VI. RECOMMENDED ASPECTS OF THE PROGRAM

Extended employment and supervision of Future Homemakers of America by qualified vocational education personnel will be considered a legitimate use of reimbursable vocational time.

A. Every teacher should be employed longer than the regular school year for the purposes of supervising home learning experiences, making family and community contacts, and supervising Future Homemakers of America functions and activities.

B. Each program should include a chapter of FHA as an integral part of the total program.

VII. QUALIFICATIONS OF PERSONNEL

A. Secondary school teachers who are graduates of Nebraska teacher training institutions (with a program and experiences approved by the Division of Vocational Education), with a major in Vocational Home Economics Education, are qualified to teach in approved and reimbursable vocational Consumer and Homemaking programs.

B. To determine whether teachers graduating from other institutions qualify to teach reimbursable Consumer and Homemaking programs, their transcripts will be evaluated by the state director of Home Economics Education.

C. Minimum requirements for all Vocational Consumer and Homemaking Education teachers:

1. Programs to prepare teachers of Home Economics must provide experiences to help students develop competencies in the organized bodies of knowledge and the theories that make up home economics subject matter. A minimum program includes 36 semester hours of college preparation (a minimum of 6 semester hours including laboratory experiences in each of the five areas), designed to develop competency in the following areas:

   a. Human Development and the Family (including Consumer Education).
   b. Home Management and Family Economics (must include Consumer Education).
   c. Foods and Nutrition (including Consumer Education).
   d. Textiles and Clothing (including Consumer Education).
   e. Housing and Furnishings (including Consumer Education).

   Vocational Education course work in professional education should include a minimum of 12 semester hours in Vocational Education which may include 6 semester hours of student teaching in Consumer and Homemaking Education, provided the student teaching is done in an approvable vocational program. If the student teaching is not done in an approvable vocational program, an additional three semester hours in Vocational Education must be included. Of the other 6 hours in Vocational Education, a course in Principles of Vocational Education shall be included.

3. The State Board of Vocational Education will be the final authority for all personnel qualification standards applicable to professional staff both state and local.

VIII. FUNDS

Funds should be provided by the local educational agency for:

A. Adequate and up-to-date equipment.

B. The supplies, materials, and references necessary for teaching.

C. Mileage for home visits, community contacts, etc., necessary for development of the program.

D. Expenses of local personnel to attend state and district meetings officially called by the Division of Vocational Education.

IX. ESTABLISHING AND OPERATING PROGRAMS

A. Locally-Operated

1. Submittal of Applications:

The "Application for Consumer and Homemaking Education Program" will indicate inclusion of consumer education as an integral part of the program, professional leadership plans, and program development for youth and adults who are preparing for the role of homemaker or for the dual role of homemaker and wage earner.

2. Review of Applications:

Members of the state supervisory staff of Home Economics Education will review each application. Consideration will be given to aspects of the program which will have impact on disadvantaged youth and adults, relevancy to annual and long-range plans, adequacy of facilities, and plans for staffing, including supervision and evaluation.

3. Action on Applications:

The "Application for Consumer and Homemaking Education Program" will be reviewed by the state supervisory staff of Home Economics Education and official notification sent to the local school (applicant) of approval, disapproval, or deferral. Reports will be required of the school or teacher so that continuing supervision and evaluation can be accomplished. These reports will be completed by the teacher, approved and signed by the superintendent.

Periodic visits to the individual schools by the state supervisory staff of the Home Economics section of the Division of Vocational Education will be made to permit adequate assessment and evaluation of all Consumer and Homemaking programs. No

new programs will be approved until a personal visit has been made by a staff member. In-service education workshops will be held when possible and desirable to acquaint teachers and administrators with the program.

X. PROGRAM FOR OUT-OF-SCHOOL YOUTH AND ADULTS

In addition to the provisions in I through IV, the following special provisions apply to programs for out-of-school youth and adults.

A. Only those courses, workshops, clinics, etc., which meet the purposes for Part F (as outlined in II and IV) shall be reimbursable. Note that Consumer Education must be an integral part of every course. Courses which encourage worthy use of leisure time have been very popular in the past. However, these must be very broadly interpreted if they are to meet the purposes for Part F (as outlined in II and IV). Greater consideration of the intent of the law is needed if the adult classes are to be meaningful. The needs of target areas of the population such as the senior citizens, disadvantaged adults, employed homemakers could be satisfied by offering courses such as "Nutrition Education for Senior Citizens," "How to Stretch the Family Dollar," and "Management for the Busy Mother." Contact the Administrative Director of Home Economics Education for approved subject-matter areas for adult classes in Consumer and Homemaking Education.

B. Courses, workshops, clinics, etc., shall meet a minimum of 8 hours to be reimbursable.

C. Qualifications of Personnel

A qualified teacher other than the secondary homemaking teacher may be employed if approved by the state director. Minimum requirements:

1. Any teacher who has been or is now certified to teach secondary school home economics is eligible to teach adults and out-of-school youth.

2. Other persons who are employed as teachers of adults must have a high school diploma or its equivalent and successful experience in the field they are to teach.

3. Upon request by the local superintendent of schools, teachers who do not hold regular teaching certificates but who qualify after their credentials have been reviewed by the state director of Home Economics Education, may be issued special vocational teaching certificates for adult instruction.

D. Funds

Funds shall be provided by the local district for adequate materials, references, and supplies for teaching. Reimbursement shall be on that portion of the teacher's salary which is considered vocational. Tuition paid by the student cannot be used as matching money.

XI. ANCILLARY SERVICES AND ACTIVITIES

A. State Supervision:

The State Board through its Assistant Commissioner and Director of Home Economics Education shall have the authority at the state level for the administration, supervision, and evaluation of Consumer and Homemaking programs, teacher training activities, curriculum development, research, special demonstration and experimental programs, development of instructional materials and provision of equipment.

B. Teacher Education

1. Qualifications

Vocational Home Economics teacher educators shall be qualified as secondary vocational home economics teachers (see VII), shall have a master's degree, graduate work in Home Economics Education, and have two years of successful teaching experience.

2. Duties

Responsibilities shall be planned cooperatively with the state director of Home Economics Education for preservice and inservice training of teachers.

XII. PROGRAM EVALUATION

A. The State Board will be responsible for assuring that state and local programs, services, and activities carried out under the State Plan will be periodically evaluated with sufficient extensiveness and frequency to enable the state board to effectively carry out its functions under the State Plan and fulfill the purposes of the Act. In carrying out these responsibilities, the state board will rely upon the evaluations made by the State Advisory Council, and upon such additional evaluations conducted or arranged by the state board and each local educational agency as may be required to carry out such responsibilities. The results of such periodic evaluations shall be described in the annual report submitted by the state board and may provide the basis for the state board's comments on the state evaluation report submitted by the State Advisory Council.

B. Procedures for Evaluation

1. State Level

The assistant commissioner and his staff shall, as a matter of policy, carry on a regular plan of supervisory and consultative visits to local programs of instruction to evaluate the effectiveness of such programs, and to determine whether the standards of the State Division of Vocational Education are being met. On the basis of such determination, necessary program changes will

be recommended. Annual reports of program evaluations which the commissioner may require will be included in the annual descriptive report.

2. Local Level

Evaluation of the program of instruction will be made continuously on the local level with the results being used for necessary change or improvement in the program through experimentation, curriculum improvement, teacher training and other means.

SECTION V

COOPERATIVE EDUCATION PROGRAMS

The purpose of this section is to provide assistance to school personnel in (a) the development and operation of a sound Cooperative Education Program, and (b) the application for approval of a Cooperative Education Program under Section G of the Vocational Amendments of 1968. These guidelines apply to the following areas: Agricultural Education, Distributive Education, Home Economics Related Occupations, Health Occupations Education, Office Education, Diversified Occupations, and Trade & Industrial Education. Reference should be made to the above sections of the guidelines for additional program requirements.

I. QUALIFICATIONS OF COOPERATIVE EDUCATION PERSONNEL

A. Major field preparation

All teacher-coordinators must meet the requirements for the specific occupational area of instruction as stated in the guidelines for that area.

B. Professional Vocational Education

All teacher-coordinators shall have coursework in Coordination Techniques which is a portion of the 12 hours of Vocational Education as required in the specific section of the guidelines.

C. Occupational Experience as stated in Section I of the guidelines.

D. Provisional Approval may be granted as stated in Section I of the guidelines.

II. PROGRAM REQUIREMENT

A. Related Class

All approvable programs will have a regularly scheduled class devoted to information and skill training related to the occupational area of the student's employment. Adequate individualized and group instructional materials and references will be provided. This class will meet concurrently with student employment to enable the student to gain experience in using the skills and knowledges developed in class. Every effort should be made to provide for individual needs in the instruction. The coordinator in supervising the cooperative students will meet with them as a group on a regular scheduled basis. Regular class credit is to be given for related class instruction.

B. Supervised On-The-Job Training

Students will be released during the school day for on-the-job training. The amount of released time will be determined by the students needs and the requirement of that program. The on-the-job training should be a true learning experience and should be related to the classroom instruction. This training should also be related to existing career opportunities which will lead to promotion and advancement.

The student must be employed in conformity with Federal, State and local laws and regulations and in a manner not resulting in exploitation of the student-learner for private gain and paid the prevailing wage rate for that occupation.

If the student is not employable at the beginning of the school year, additional laboratory and/or classroom instruction should be provided by the teacher-coordinator to upgrade the student's skill and knowledges. When an employable level is reached, the student will be released from school and receive on-the-job training in his occupational area of interest. Regular class credit is to be given for the on-the-job training or laboratory experience of the students.

C. Selected Training Station

The business or industry that is selected to provide on-the-job training should provide meaningful opportunities and learning experiences. A designated employee training sponsor will be directly responsible for the supervision of the student and working with the teacher-coordinator.

D. Coordination

The teacher-coordinator will make a practice of maintaining a scheduled portion of his day for coordination purposes. Coordinators will keep a record of coordination calls and contacts with businessmen which will include the date and business transacted during the call. These records will be available for review by the State Department. It is further suggested that coordinators have a definite reason for making each call and that care is exercised in dividing time among all employers.

E. Coordination Time

The teacher-coordinator will have adequate released time to follow up on students at their training stations. The coordination time will be considered a portion of the teacher-coordinator's regular work day and should be scheduled when students are released from school.

F. Training Agreements

Training agreements which are broadly constructed and reflect commitment of all parties involved in the cooperative education program will be used. Signed training agreements will be kept on file for review by state staff.

G. Training Plans

Training plans should be developed on an individual basis taking into account student needs, student abilities, the training station, and the training sponsor. The plans should identify the responsibility of the school and employer as they pertain to the training of the student. Blanket checklist training plans are not encouraged. Training plans will be kept on file for review by the state staff.

H. Evaluation

Evaluation of individual students should be completed by the training sponsor for each formal grading period and at least once every nine weeks. A student's grade should not be determined entirely from the rating sheet. The teacher-coordinator will assign the grade, not the employer. The primary purpose of these sheets is to direct the educational training activities of the student. When feasible, the same evaluation instrument should be used by all programs within the school district.

I. Facilities and Equipment

Adequate classroom and laboratory equipment and facilities which are suitable for instructional purposes must be available.

J. Extended Contract

The teacher-coordinator will be on an extended contract to allow for: (a) time prior to the opening of a new school year to develop training agreements, (b) establishing training stations, (c) coordinating summer jobs, (d) making initial job placements, and (e) making home visitations. Refer to specific occupational sections of the guidelines for the length of the extended contract.

K. Advisory Committee

Each program area within a school will operate with the assistance of a local advisory committee composed of persons who are familiar with a variety of areas within the field to be served by the program. The committee members should be formally appointed by the governing board of the district upon the recommendation of the teacher-coordinator and/or appropriate vocational staff. Committee members should be appointed for a specific period of time with staggered terms. The size of the committee will vary dependent on the community.

L. Preparatory Curriculum

Each occupational program may specify pre-vocational courses as a part of the total program. Specific occupational areas of the guidelines should be referred to for specific information.

COOPERATIVE EDUCATION PROGRAMS

Funded through

VOCATIONAL EDUCATION AMENDMENTS OF 1968

Part G of the Vocational Amendments of 1968

I. INTRODUCTION

Part "G" of The Vocational Amendments of 1968, Public Law 90-576, is intended to further the development of cooperative education in the nation's schools. The Congress has found that "cooperative education programs offer many advantages in preparing young people for employment. It has further found that cooperative education serves to remove the artificial barriers which separate work and education . . ." Encouraged by the success under the Vocational Education Act of 1963, and in an attempt to overcome the inadequacies of the Act of 1963, section "G" of the Amendment has been designed to assist states to expand cooperative education programs by providing financial assistance for personnel as teacher-coordinators; to reimburse employees for added cost incurred in providing on-the-job training, and to pay for some additional costs to students.

The areas of primary concern under Section "G" include areas of high youth unemployment and areas with high dropout rates.

II. PROGRAM ORGANIZATION

Approved programs will operate in conformity with the guidelines of the occupational area being served and the cooperative education program requirements stated in this section.

III. PURPOSE OF PART G COOPERATIVE EDUCATION PROGRAMS

Approved cooperative vocational education programs shall meet the definition in 9.0 of the State Plan, be administered by the local educational agency with the participation of public or private employers providing on-the-job training opportunities that may not be otherwise available to persons who can benefit from such a program. The Act also states that the student-learner must not displace other workers who perform such work.

IV. ELIGIBLE COST FOR REIMBURSEMENT

A. Additional Cost to Employer

Application for reimbursement must follow the following policies and procedures:

1. Policies

    a. Added cost to employers will be made only if lack of reimbursement would preclude employment of the student-learner.

b. The part of added payroll cost which is equal to the difference between the compensation to be paid and the fair dollar value of service rendered by the student will be reimbursed. This amount will be determined by negotiations between local education agencies and the employer.

c. Added cost may not include building, equipment, or other capital costs which will become the property of the employers.

d. All such costs must be stipulated on the training agreement prior to placing the student. Cost factors, amounts and duration of reimbursement must be stated.

2. Eligible Costs:

a. Student learner payroll costs

b. Instructional aids and materials

c. Direct supervision

B. Costs to Students

Application for reimbursement under this section will adhere to the following policies and procedures.

1. Policies:

a. Payment shall be made only for costs in excess of those normally required of students in the occupation for which they are trained.

b. Payment shall not be made which has the effect of underwriting personal obligations and expenses which similar students are reasonably expected to assume.

c. Excess cost payments may be made to either the students or a vendor.

2. Eligible Costs:
   a. Transportation
   b. Special clothing, tools, equipment
   c. Safety and protective devices

C. Cost to Schools

Schools are eligible for reimbursement for the percentage of time the teacher-coordinator is involved in the cooperative program, teacher-coordinator travel, and instructional materials.

V. APPLICATION PROCEDURES

A. Application

Make application to the State Director for Cooperative Education, on the application form provided for Part G, Cooperative Education. Applications are due no later than July 1,

B. Review of Applications

Applications will be reviewed by an appropriate staff member(s) of the State Board. The following priorities will be used in determining the distribution of funds:

1. New or expanding program. New is considered to mean a program whose development and initiation will begin with the aid of the 1968 Act. "Expanding" is considered to mean enlarging a program which without further support would not exceed normal growth to accommodate the youth of a school.

2. The extent of youth unemployment and high school dropouts. The severity of each of these factors will be considered.

3. Impact on the needs of disadvantaged youth and youth employment.

4. Extent of promoting cooperation between public education and public and private employers.

5. Relevance to current and long term plans.

6. Adequacy of facilities.

7. Qualification of staff.

8. Reasonableness of cost estimates.

9. Expected outcomes.

C. Notification of Approval, Deferral, or Rejection of Application

The State Department of Vocational Education will notify the local agency of the action taken on the application.

VI. FUNDING PROCEDURE

Schools with high dropout and youth unemployment are eligible for up to 100% reimbursement for a maximum of three years. Schools with (lower) priorities may be funded for a maximum of three years at the following maximum rates:

1st Year	up to 100%
2nd Year	up to 75%

3rd Year	up to 50%
4th Year	Transfer to Part B of PL 90-576

EXAMPLE: If a Cooperative Part G Program was implemented during fiscal year 1970, the reimbursement for fiscal year 1972 (Beginning July 1, 1971) would be at a rate of up to 50%.

We hope this funding policy will assist you in developing your school budgets.

SECTION VI

EXEMPLARY PROGRAMS AND PROJECTS

Programs approved under this section will serve youths, who are still in school, who have left school either by graduation or dropping out, or who are in postsecondary programs of vocational preparation and with special emphasis on youths who have academic, socio-economic or other handicaps and shall be designed: to stimulate new ways to create a bridge between school and earning a living; to broaden occupational aspirations and opportunities; and to promote cooperation between public education and manpower agencies.

Exemplary programs are to be conducted in accordance with Section 6.0 of the Nebraska State Plan of Vocational Education, Part I, Administrative Procedures and with applicable Federal regulations. Contact the Division of Vocational Education for a manual of instructions and procedures for proposing and conducting exemplary programs.

SECTION VII

WORK-STUDY PROGRAM

I. OBJECTIVE OF THE WORK-STUDY PROGRAM

The work-study program is designed to provide part-time employment for youths who need the earnings from such employment to commence or continue a vocational education program.

II. ADMINISTRATION

The State Board is the sole agency for administration of the work-study program and for supervision of the administration thereof by a local educational agency. The State Board requires prior approval of expenditures by local Boards of Education to determine that requirements in Federal regulations will be met.

III. ELIGIBLE STUDENTS

Employment under the work-study program shall be furnished only to a student who:

A. Has been accepted for enrollment or, if he is already enrolled, is in good standing and in full-time attendance as a full-time student in a program which meets the standards prescribed by the State Board and the local educational agency for vocational education programs under the 1968 Act.

1. Interpretation: This means that only programs designed to train students for gainful (wage-earning) employment meet the standards necessary for student participation in the work-study program. All vocational programs in Nebraska, approved for reimbursement, meet the standards of the 1968 Act with the exception of vocational homemaking education, which is designed to prepare students for useful (home and family living) employment rather than gainful (wage-earning) employment. Homemaking students are not eligible for participation in the work-study program. Students enrolled in a home economics related occupation program, a program designed to prepare students for gainful (wage-earning) employment in occupations using home economics knowledge and skills and funded under the Vocational Education Act of 1968, are eligible to participate in the work-study program.

B. Is in need of the earnings from such employment to commence or continue his vocational education program, and

C. Is at least fifteen years of age and less than twenty-one years of age at the date of the commencement of employment and is capable in the opinion of the appropriate school authorities of maintaining good standing in his school program while employed under the work-study program.

IV. LIMITATION OF HOURS AND COMPENSATION

No student shall be employed during an academic year or its equivalent for more than 15 hours in any week during which classes in which he is enrolled are in session, or for compensation which exceeds $45.00 per month or $350.00 per academic year, unless the student is attending a school which is not within reasonable commuting distance from his home, in which case his compensation may not exceed $60.00 per month or $500.00 per academic year. "Academic Year" means a period of nine months (exclusive of the summer term) interrupted by the equivalent of one month of vacation.

A student attending a class on a full-time basis in the summer school term shall be limited to 15 hours of employment per week and the monthly compensation of $45.00 or $60.00 as described in paragraph A, if the student is not attending classes during the summer, there is no limitation upon his hours of employment or the amount of compensation which he may earn. The total of his summer earnings shall not be limited by, or have the effect of limiting the compensation paid to him for the academic year pursuant to paragraph A.

V. PLACE OF EMPLOYMENT

Employment under work-study programs will be for the local educational agency or for some other public agency or institution (Federal, State or local) pursuant to a written arrangement between the local educational agency and such other agency or institution, and work so performed will be adequately supervised and coordinated and will not supplant present employees of such agency or institution who ordinarily perform such work. In those instances where employment under work-study programs is for a Federal agency or institution, the written agreement between the local educational agency and the Federal agency or institution will state that students so employed are not Federal employees for any purpose.

VI. MAINTENANCE OF EFFORT

In each fiscal year during which the work-study program remains in effect the local educational agency will expend for employment of its students an amount of local funds (in addition to those required for matching Federal funds) that is at least equal to the average annual expenditure for work-study programs of a similar nature during the three fiscal years preceding that year for which the provisions for its work-study program are approved.

VII. APPROVAL OF WORK-STUDY PROGRAMS

A. Application by Local Educational Agency

Local schools may be eligible for reimbursement from Federal funds only after their application for approval has been reviewed and approved by the State Board.

B. Action by State Board

Reimbursement shall be made to local schools on the basis of a notarized claim for reimbursement. Such supporting evidence as required by the State Board shall accompany the claim.

C. Criteria for Determining Relative Priority for Projects

Priorities for establishment of work-study programs will be determined by the State Board. Priorities will be given to applications submitted by local educational agencies serving communities having substantial numbers of youth who have dropped out of school or who are unemployed (as determined by agencies such as the Division of Employment Security), and which are providing other related services designed to achieve the purposes of the work-study program; namely, keeping needy students in school. Local educational agencies indicating how the work-study program contributes to the solution of the problem of significant unemployment and school dropouts, provides adequate and competent staff, makes reasonable cost estimates, and identifies evaluation procedures and projected outcomes will be given priority to the utilization of Federal funds. Provisions will be made (insofar as financial resources are available) for the undertaking of such programs in the order determined by the application of the above criteria. Where necessary, the date of receipt of application will be considered.